

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Dr. Rory J. Manning

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Harborfields High School

(As it should appear in the official records)

School Mailing Address 98 Taylor Avenue

(If address is P.O. Box, also include street address.)

City Greenlawn State NY Zip Code+4 (9 digits total) 11740-1432

County Suffolk County

Telephone (631) 754-5360 Fax (631) 754-3751

Web site/URL

http://www.harborfieldscsd.net/our_schools/harborfields_high_school

E-mail manningr@harborfieldscsd.org

Twitter Handle

<https://twitter.com/HarborfieldsHS> Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Ms. Diana Todaro E-mail todarod1@harborfieldscsd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Harborfields Central School District Tel. (631) 754-5320

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Dr. Thomas McDonagh

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 2 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 4 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☒ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	123	141	264
10	152	143	295
11	134	149	283
12 or higher	134	169	303
Total Students	543	602	1145

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 4 % Asian
 - 3 % Black or African American
 - 7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 84 % White
 - 2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 2%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	28
(4) Total number of students in the school as of October 1, 2014	1145
(5) Total transferred students in row (3) divided by total students in row (4)	0.024
(6) Amount in row (5) multiplied by 100	2

6. English Language Learners (ELL) in the school: 1 %
11 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Urdu, Korean, Haitian Creole, German, Chinese, French

7. Students eligible for free/reduced-priced meals: 7 %
Total number students who qualify: 80

8. Students receiving special education services: 11 %
129 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

<u>17</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>35</u> Other Health Impaired
<u>1</u> Deaf-Blindness	<u>73</u> Specific Learning Disability
<u>10</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>14</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 4

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers	61
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	13
Paraprofessionals	29
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	10

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	100%	99%	99%	99%	98%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	291
Enrolled in a 4-year college or university	83%
Enrolled in a community college	12%
Enrolled in career/technical training program	0%
Found employment	2%
Joined the military or other public service	3%
Other	1%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

Our Harborfields High School Family is committed to promoting character and academic success in a supportive learning environment that fosters a respect for differences.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

Harborfields High School is a family-oriented community of learners in the Harborfields Central School District located in Greenlawn, New York. Our District encompasses an area of approximately eight square miles with a current high school enrollment of 1,150 students. Not all schools can track their etymology to the pre-colonial days like our District. The name Harborfields is derived from the original names used by early settlers: Little Cow Harbor and Oldfields.

The mission of our school is based on a strong tradition of excellence that strives to recognize the strengths of each member of our high school family. Every aspect of our school is designed to provide our students with personalized learning experiences that develop the whole child. Our efforts to personalize our learning environment has allowed all students to thrive and reach their fullest potential. The faculty and staff of Harborfields High School recognize the importance of a strong school-home relationship. Our parents are considered partners in the educational process and are an integral part of all decisions that are made at the high school. As a result of our strong partnership, our Parent Teacher Student Association (PTSA) advocate for our school and district at the local and State legislative level. This has served to strengthen the importance of maintaining our strong tradition of excellence in all that our faculty, staff, students, and parents do on a daily basis.

The students, parents, faculty, and staff of Harborfields High School operate as the “HF Family.” This ideology speaks to the shared understanding of our values as a school community. It permeates every aspect of our vision for our school such as student support services, administrative structure, student discipline, and decisions regarding allocation of limited resources. Many of our policies and procedures are designed to include our students in adult roles to promote a true sense of belonging and inclusiveness in the decision making process. This is evident in our student representation on our building level shared decision making team, our Parent Teacher Student Association and on the district level where we have a high school student serve as a representative on our Board of Education.

Our strong relationship with our community is further enhanced by the service our students provide to the residents of the towns within our district, Greenlawn, Huntington, and Centerport. Community service is a graduation requirement in our school. Our students provide service through many school based organizations including the Harborfields Alliance for Community Outreach (HACO) program and the Harborfields Alumni and Community Educational Foundation (HACEF). Through the HACO program, our students are responsible to maintain a very active food pantry throughout the year. Although the students are not involved in the food delivery process for privacy reasons, they understand that they are helping families in their community that may include students who sit next to them in class. They develop empathy for those less fortunate and learn the personal satisfaction that comes with service to others. We find that students who benefit from the food pantry often come in to volunteer as a way to “Pay It Forward” to others. Our HACEF organization runs many community events to support educational initiatives in our district. Our students are most involved in summer HACEF youth camps where they serve as counselors for younger students within the district. It is in this capacity that many of our traditions of excellence and the HF Family way are passed down to younger generations.

We employ several strategies to permit our students to develop to their full potential academically. Aside from recruiting and developing outstanding teachers, we have also removed barriers to student growth with exceptional results. We currently employ an open enrollment policy where students can choose to enroll in advanced courses even if they have not been recommended to do so based on past academic performance. This policy was developed with the shared understanding of faculty, parents, and students, that each child develops in their own unique way. Our experience shows that students who choose to challenge themselves in upper level courses often rise to the occasion. As a result of this change in philosophy, we have experienced significant growth in honors and advanced placement courses over the past several years. For example, the number of advanced placement exams administered in 2009 was 744. In 2015, Harborfields High School administered 1,372 advanced placement exams with a similarly sized school population to 2009. By simply removing barriers to enrollment, many of our students have challenged themselves with the most rigorous schedules and have benefited greatly from their hard work. In addition to making these

changes, we have also implemented new advanced placement courses as well as electives to allow our students to challenge themselves to their full potential. The impact on the culture of our school has been beneficial and has further solidified our tradition of excellence.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The core curriculum at Harborfields High School builds upon the foundation of skills developed at the lower grades. The curriculum in the four-year sequence of core courses in English, Mathematics, Science, and Social Studies include key components of math and literacy skills as designed in the New York State Common Core Curriculum. This core program is accentuated with a plethora of elective courses where students may further explore their interests while improving their college and career readiness. In all curriculum areas, students who are performing below grade level and are not responding to the academic interventions of their classroom teacher are referred to our school-wide Instructional Support Team (IST). The IST considers student performance data and other information to identify and define learning problems, to develop interventions to solve those problems, and to evaluate the effects of the interventions on the defined problem. We also support students who are performing below grade level through our Saturday Academy where supplementary instruction is provided in each core curriculum course in English, Science, Math, and Social Studies.

The English curriculum serves to strengthen literacy skills and knowledge of students to prepare them for college and career. The curriculum includes standards in all four domains of the Common Core Curriculum: reading, writing, speaking, and listening. The texts used in the English curriculum are selected through a carefully designed process to ensure appropriate level of complexity, alignment with unit goals and to maintain a prescribed balance of informational texts and literature. Students performing below grade level are supported by their classroom teacher through extra help sessions, differentiation of class work, behavioral interventions, and are progress monitored with parental support. Students performing above grade level are supported through differentiation and are recommended for advanced level coursework that is available at each grade level. Elective courses in the English department include Multimedia Journalism I & II, Debate, Public Speaking, Theater Arts I & II, and Power Vocabulary I & II.

Our mathematics core curriculum is designed to engage students in thinking mathematically through the development of problem solving skills. Wherever possible, real world experiences are intentionally applied to mathematical concepts to provide opportunities for students to connect well with the curriculum as indicated in the New York State Common Core Standards for Mathematical Practice. Our students enroll in a sequence of courses including Algebra I, Geometry, and Algebra II. Elective courses in our mathematics department include Business Math, Intermediate Algebra, Pre-Calculus, and Advanced Placement courses in Calculus and Computer Science. In addition to extra help and IST, students are able to attend our Math Lab which is staffed by two full time teachers during the school day. Students identified as underperforming may also be placed in our Academic Instructional Support (AIS) Math class to provide further support.

Our social studies curriculum provides a variety of opportunities for students to study the history of the world from the Paleolithic period through the modern era. Within the context of specific courses, teachers have designed unit plans and lesson activities that deliver content while facilitating each student's development of the foundational skills essential to understanding social studies. This emphasis on appropriate material allows us to support students who are performing below grade level while still challenging our more advanced students. We are also proud of our advanced placement course offering which includes World History or European History in tenth grade, United States History in eleventh grade, and Government or Micro-Economics in twelfth grade. Other elective course offerings include Participation in Government, Economics, Psychology, Anthropology and Leadership. The completion of community service as a graduation requirement is documented through our social studies classes for each student.

Our core curriculum in science includes coursework in Earth Science, Biology, Chemistry and Physics. Central to each course is inquiry. Students are taught to question the nature of their world through hands on laboratory experiences designed to bring abstract concepts to life. Acceleration is available to those who are performing above grade level or wish to take advanced classes in upper grades. Three levels of science research classes are offered with participation in local, regional and national science competitions. Elective

courses in marine science, forensics, physical science, and nutrition are offered in addition to advanced placement courses in Biology, Chemistry, Environmental Science and Physics.

Description of how the curriculum supports college and career readiness:

There is a major emphasis on text analysis in which students review a variety of writings and write across all curriculum areas. Students are required to cite specific evidence from texts to support or refute certain arguments. Our teachers have become well versed in Lexile levels and all assessments are designed to support student engagement in the writing process and to develop research skills essential to college and career readiness. Through our Industry Advisory Board, we have partnered with local universities and industries to provide internship opportunities for our students, as well as to receive college credit if they meet certain performance criteria in their coursework.

2. Other Curriculum Areas:

Curriculum areas outside of the core curriculum at Harborfields High School are critical to the acquisition of essential skills and knowledge necessary for success in college and career. Courses in these areas are available to our students through our art, music, physical education, health, languages other than English (LOTE), and business departments. Coursework in these departments is viewed as an essential part of a child's exploration of interests for possible study in college and in determining future career goals. Implementation of various technology initiatives in recent years has served to enhance all curricular programs. These initiatives include the installation of interactive whiteboards in every classroom, the expansion of dedicated computer labs, the enhancement of our library media center, and the initiation of Google Apps for Education as a learning platform for our faculty, staff, and students. The district supported this initiative with the purchase of chromebooks to be used in the classroom with the ultimate goal of implementing a 1:1 laptop program in the future.

Art courses at Harborfields High School explore a wide range of skills including digital design, video, computer art, photography, drawing, painting, and sculpture. Students attain knowledge and skills primarily by engaging in project based learning activities. For example, photography students participate in projects that include Magazine Photography and Design, Advertising, Fine Art photography and Photo Manipulation. Many of the projects include community based competitions and programs which has the added benefit of allowing our students to receive recognition for their work. We currently have 539 students in grades 9-12 enrolled in our various art courses which represents approximately 47% of our student body.

All students are required to pursue a foreign language sequence as a graduation requirement. We offer coursework in Spanish, Italian, and French in grades 9-12. Advanced students who continue to take courses in grades 11 and 12 have the opportunity to earn advanced placement credit and college credit through our active partnership with a local university. The LOTE curriculum focuses on cultural aspects of each language as well as language acquisition skills. Lessons are planned using total physical response techniques and include elements of speaking, listening, writing, and reading on a daily basis. We currently have 909 students in grades 9-12 enrolled in our various LOTE courses which represents approximately 79% of our student body.

All students at Harborfields High School enroll in a physical education course each year as is required by New York State. The goals of the physical education program are designed to enable our students to appreciate and understand the value of physical education and its relationship to a healthy, active lifestyle. Students learn the value of fair play, social interaction, and personal engagement. Physical education units consist of net sports, team sports, personal fitness, project adventure, aerobic fitness, and lifetime sports. Our teachers have also developed an adaptive physical education curriculum that serves students with disabilities to ensure that they have all of the benefits of a developmentally-appropriate physical education program. All 10th grade students are required to take a health course. The course is comprised of units in mental and emotional health, alcohol and alcoholism, drugs and chemical dependency, human sexuality, and other critical health issues.

The music program offers all students at Harborfields the opportunity to explore a variety of exciting performing and non-performing experiences. There are courses available for students who are planning a career in music as well as for those who do not sing or play an instrument. Students are introduced to music through theory courses and they can then move on to performing groups in our upper level music courses where they have opportunities to participate in local and regional music competitions. Our music program is supported by extracurricular programs in Marching Band and Tri-M Music Honor Society where students perform at various school and community events. Performing group courses such as Instrumental Jazz Band, Chamber Orchestra, and Vocal Ensemble meet in the evening hours to offer all students an opportunity to participate. This has served to increase enrollment in our music program. We currently have 432 students in grades 9-12 enrolled in our various music courses which represents 38% of our student body.

3. Instructional Methods and Interventions:

The faculty of Harborfields High School receives professional development in many instructional approaches and methods. Classroom teachers are then able to employ the instructional approaches that meet the needs of our diverse learners. Our teachers have embraced problem-based learning to meet the desired learning outcomes and instructional shifts of the Common Core Learning Standards and curriculum changes initiated by the College Board. Once strictly utilized in classes such as science research, problem-based learning has expanded to almost all classrooms and across all levels at our high school. Presenting students with the opportunity to explore and solve complex and authentic open-ended problems creates meaningful learning and develops skills in collaboration and critical thinking. An example of a school-wide problem-based learning opportunity was an effort by our faculty to increase community awareness and attendance at our annual Black History Month Celebration. Through their coursework in marketing, design, and computer art, our students were tasked with developing an advertising strategy to promote the celebration. There were school-wide poster competitions where student work was displayed prominently throughout the building and in local businesses. In addition, our Multi-Media Publishing students developed video commercials for the event that were viewed by all students and published to the school website. High school students of all ages and abilities wrote poetry, choreographed dances, sang songs and volunteered their services at the event. Through this problem-based learning project, our students applied and developed skills in literacy, marketing, technology, and collaborative teamwork. As a result of the collective efforts of our HF Family, this year's Black History Month celebration was highly attended and a tremendous success by all measures.

Students in our tenth grade Advanced Placement World History course studied many human crises occurring throughout the world. Following a visit to the United Nations, the students were asked a simple question, "Can the UN meet the goals committed to by world leaders in the 2030 Agenda for Sustainable Development?" The students developed teams for each goal, researched non-governmental organizations (NGO's) currently working toward each goal, and developed a business plan to support each NGO. Each team contacted a representative from the NGO to research funding strategies and then developed a public service announcement to raise awareness of their work. Through the efforts of our students and staff, we have continued to raise awareness of various global issues with the goal of inspiring our students to serve others.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

All courses at Harborfields High School administer three benchmark assessments throughout the school year. A baseline assessment is administered at the beginning of the year, a cumulative midterm assessment at the midpoint of the year, and an end of year assessment. Analytical reports for each assessment are developed and reviewed collaboratively at teacher team meetings, department meetings and faculty meetings. Assessment data for New York State Regents and Advanced Placement examinations are reviewed with our District administration annually and presented at a public Board of Education meeting. The baseline assessment data is utilized by classroom teachers to determine prior knowledge and to assess the learning needs of each student which is crucial to the planning and preparation of class lessons. Data from the midterm assessment are used to identify areas for remediation for both individual and groups of students. The data are reviewed by teacher teams in collaboration with the building administration to identify students for our Saturday Academy. The Harborfields Saturday Academy is an eight week program

where students are invited to an hour-long review class in preparation for the end of year assessments. Data from all three benchmark assessments are used in the development of instructional goals that are required of all teachers. Instructional goals for the past two years at our school have focused on identified needs of specific subgroups in reading comprehension and writing skills. As a result, there has been an intentional focus on professional development in these areas and a school-wide effort to evaluate complexity of texts used in coursework, to emphasize the use of academic and content vocabulary in daily lessons, and to align daily writing tasks with the writing tasks on New York State and College Board assessments. Although we are continuing to monitor our progress, the data indicate improved subgroup performance in the identified areas.

As a high performing school, we support all students through various means including having our teachers available for extra help before and after school, having computer labs open for student use throughout the school day, and through our mathematics lab which is also available to students throughout the day. Allowing our high achieving students to explore their academic interests through rigorous coursework is another way we support our students. We have been fortunate to be able to expand our advanced placement courses where we now offer a total of 23 exams with the recent additions of Computer Science, Micro-Economics, and Physics C.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The students, staff, and parents of Harborfields operate under a set of shared values known as the Harborfields Family. The “HF Family” is a metaphor that is used from kindergarten through graduation from high school. All members of our community can be found wearing shirts with HF Family emblazoned across their chest at various district wide events. This identity exists within all aspects of our school culture and speaks to a shared understanding about our ideals and core values. The ideals of the HF Family are routinely referenced in conversations with students about every aspect of their educational experience from academic expectations, sportsmanship, and even in discipline situations. It is common to hear students and parents chanting “HF Family” from the bleachers in support of our athletes. This notion of family has also been used in our highly successful internal campaigns against bullying behavior that infect schools at all ages. This shared understanding and common language contributes to the positive environment that exists in the Harborfields Central School District that supports the academic, social, and emotional growth of all students. Our faculty and staff embrace each child as their own and can be found mentoring our students on the values of our high school family. This relationship is valued by our staff and they, in turn, feel valued as the leaders of our HF Family.

The administration and faculty of Harborfields High School believe that recognition is an important aspect of our school culture. We strive to recognize student and adult achievements in both the academic arena and in the context of the social-emotional development of each child. Four years ago, we initiated our Random Acts of Kindness Award where students and adults can be nominated for committing an act of kindness when they thought nobody was watching. This program has become very popular with our students who are excited to receive such awards which are publicized in the principal's weekly newsletter to the community and on a prominent bulletin board outside of the principal's office. The school principal also initiated a school Twitter account where he posts the achievements of our students as well as pictures and news from school events. The many accomplishments of our faculty are also publicized in the same manner contributing to their sense of belonging in our HF Family. The desire to excel has become an intrinsic value within the faculty and students of our HF Family.

2. Engaging Families and Community:

Embracing the important responsibility our school has as the center of our community has energized our administration and motivated them into action. The formation of community based organizations has melded the collective efforts of students, alumni, and community residents with a focus on student success and school improvement. The Harborfields Alliance for Community Outreach (HACO) was established in 2001 by Harborfields Alumni in the hopes of providing all children with human basic necessities of food, clothing, and essentials of daily living available through our student run food pantry. Through community participation and student involvement, this program was created to enhance the link between school and community specifically for our at risk students and families. The ultimate goal of the work of HACO is for our students in need to feel safe in the knowledge that they have their basic needs met so that they can focus on their own academic, social, and emotional growth.

The missions statement of the Harborfields Alumni and Community Educational Foundation (HACEF) is the enhancement of educational opportunities for the children in our community in creative and exciting ways. By offering opportunities to learn a new skill through programs or by providing new and innovative technology, the goal of HACEF is to give the children of Harborfields the best chance of helping them reach their full potential. To date, HACEF has funded over \$95,000 in school improvement grants and \$50,000 in student scholarships. The initiatives funded by HACEF are a direct result of the generosity and support of the Harborfields Community.

Parents as Partners is another school program that was created as a collaborative venture between parents and key individuals within the Harborfields Central School District. Its original intent was to provide an arena for parents, administrators, psychologists, and social workers to discuss parenting topics in an

informal atmosphere. From a very small group of committed individuals came an established committee that now provides annual comprehensive workshops to parents on relevant and applicable parenting topics to the Harborfields school community. This program has sponsored workshops on issues such as social media, cyberbullying awareness, nutrition, mental and emotional disorders, and many other informative topics. The success of this program is evident in the grant support the committee has received through Suffolk County's Youth Bureau and the 16th Legislative District to continue its fine work in our school and community.

3. Professional Development:

The administrators and teachers of Harborfields High School work collaboratively to identify instructional goals for each curriculum area and seek professional development. Since the administrative structure throughout the Harborfields Central School district is limited, teachers assume many leadership roles in the professional development process. With no administrators directly responsible for curriculum supervision other than the building principal, teachers are sent to local curriculum related professional development workshops to learn about recent developments in their curriculum area. Teachers utilize a web-based software platform to enroll in professional development workshops. As part of the registration process, the teachers must validate the alignment of the workshop content with the appropriate New York State learning standards of the courses that they teach. After the teacher attends the workshop, the information learned is discussed at department level meetings where the content is either turn-keyed to the other members of the department or, when necessary, additional members of the department are sent for professional development. In all situations that involve the implementation of a new instructional practice or curriculum adjustments, the teachers work collaboratively with the principal to develop an action plan for implementation of the new instructional practice and/or curriculum.

An example of this professional development model in action is found in our current plan to prepare for the rollout of New York State's new C3 Social Studies Framework. When this new framework was announced, teachers from our social studies department attended local professional development workshops to learn about the new standards and the instructional shifts required in the new curriculum. This information was turn-keyed at social studies department meetings where the principal worked with the teachers to develop a two-year action plan toward full implementation of the new framework. The action plan assigned responsibilities for various tasks to the building principal and to individual teachers. The plan was reviewed at monthly meetings and updated as necessary. The plan also included two major curriculum writing projects that were to be completed by teams of teachers in the spring and summer months of the present 2015-16 school year. Once completed, these projects will serve as curriculum guides for our ninth grade social studies teachers. This action plan will be repeated for each grade level as the implementation of the C3 framework progresses. Teacher leadership in this specific example of curriculum work and professional development has been essential to the academic success of our school.

4. School Leadership:

The leadership team at Harborfields High School consists of the building principal and two assistant principals. The administrative team is supported by two teacher level student managers and teacher level academic coordinators in art, music, LOTE, science, English, social studies and mathematics. The role of the principal is to be the instructional leader for the building. The high school principal works closely with the principals of the middle school, intermediate school, and primary school to vertically align all curriculum initiatives. The high school principal also sets the vision for student and adult learning at the high school and works with the assistant principals and coordinators to identify instructional goals. Together, they develop action plans to ensure that progress in each identified goal is closely monitored. The leadership team relies on assessment results and feedback from teachers to make informed instructional decisions. This is accomplished through regular meetings with academic coordinators, participation in instructional support team meetings, monitoring of student progress, and close review of student assessment data. Due to the limited administrative structure of the Harborfields Central School District, all teachers at Harborfields High School have willingly assumed leadership roles in committees on a variety of areas affecting academic programs, school policy, and student growth. The building principal attends all committee meetings, allocates necessary resources, and coordinates the activity of committee members.

Monitoring of student progress is enhanced by our Academic Team Structure. The Academic Team Structure was developed by the building principal to enhance student progress monitoring for each Harborfields High School student. Each team consists of three guidance counselors, a student manager, and is supervised by an assistant principal, with each guidance counselor having an average caseload of less than two hundred students. Through daily interactions and regularly scheduled meetings, our academic teams use data to monitor student progress and drive decisions that are in the best interests of our students.

Teachers work collaboratively with the administrative team to collect and analyze student performance data, to discover and pilot new instructional materials, and to write curriculum. Each administrator has the responsibility of supervising one or more academic departments. The supervision responsibilities include working with individual teachers on annual goal setting, conducting multiple classroom observations for each teacher, and conducting monthly department meetings. Each meeting is used to review student performance data and evaluate research on instructional trends and materials. The flexible team structure and consistent communication allows the faculty to be responsive to student needs as needed.

Part VI – INDICATORS OF ACADEMIC SUCCESS

One of many programs that make Harborfields High School successful and is a great source of pride for our HF Family is our Natural Helpers Program. Natural Helpers is a peer-centered school program that has its origins in Seattle, Washington, but has since spread across the nation. The Natural Helpers program attempts to address loneliness, conflict in relationships, academic and family pressures, loss, suicide, sexual abuse and many other issues our students may face. These issues can have a negative impact on student achievement and school culture which is why the Natural Helpers program has been so instrumental in our school's success. Instead of allowing our students to handle these stresses on their own, our Natural Helpers program aims to identify students who naturally serve as helpers to their peer groups through anonymous student surveys. Once identified, these students participate in a three day off-site training program led by a team of faculty including a psychologist, social worker, and trained teachers and administrators who volunteer their time at this sleep away retreat. Students attending the retreat are provided with over 25 hours of training to recognize the seriousness of problems that their peers may come to them with, to give them skills to help others more effectively, and to provide them with a network of adults to turn to when they are not able to help. The students in our Natural Helpers Program become the eyes and ears of our school to help proactively identify students at risk of crisis and to provide the students and their family with proper support. With a strong focus on training in suicide prevention and mental health issues, it is safe to say that our Natural Helpers program has certainly saved lives by identifying students in crisis. Our students know that they are not professionally trained therapists, but that they are skilled helpers who have been chosen by their peers as someone who they would turn to in times of need. The students in our Natural Helpers Program refer dozens of their peers each year to our counselors for support. Weekly meetings conducted by our school psychologist and social worker help to keep clear lines of communication open at all times, to reinforce strategies learned during the retreat, and to discuss situations that may arise with their peers. The positive impact that this program has had on the overall academic success of our school and the social-emotional well being of our students is immeasurable.